

# Interim Draft

**Idaho Department of Education**

**Instruction Manual  
for Reporting  
Attendance and Enrollment**



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**ATTENDANCE AND ENROLLMENT**  
**FOR**  
**IDAHO PUBLIC SCHOOLS**

Idaho Code (Section 33-1002) provides for the educational support program of public schools in the State of Idaho and bases the distribution of state funds on the average daily attendance of students. The State Board of Education is authorized to establish rules and regulations determining average daily attendance and the reporting requirements. This publication identifies definitions adopted by the State Board of Education and describes the practices and procedures to be used for reporting the enrollment and attendance of public school students.

Pupil personnel management is a function of the school system, and the responsibility for the actual collection of pupil information rests with the local school district. School districts are required to maintain records which will properly and accurately account for the enrollment and attendance of each student. A permanent cumulative record system or student master file should be established and maintained at each school district. The information necessary to report to the State Department of Education includes enrollment data, attendance data, dropout data, days in session and number of twelfth grade graduates.

This manual is published to help school districts comply with current requirements for enrollment and attendance reporting.

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## **I. General Information**

### ***School Year – minimum hours (I.C. 33-512 (a))***

Each school district shall annually adopt and implement a school calendar which provides its students at each grade level with the following minimum hours:

- Kindergarten – 450 hours
- 1<sup>st</sup>-3<sup>rd</sup> grades – 810 hours
- 4<sup>th</sup>-8<sup>th</sup> grades – 900 hours
- 9<sup>th</sup>-12<sup>th</sup> grades – 990 hours

School Calendars must be submitted to the State Department of Education prior to the start of the school year. (See School Calendar Manual for instructions on submitting calendars)

### ***School Age (I.C. 33-201)***

The services of the public schools of this state are extended to any acceptable person of school age. “School Age” is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years. The age of five years shall be attained when the fifth anniversary of birth occurs on or before the first day of September of the school year in which the child is to enroll in kindergarten.

Note: Opinions of Attorney General states that once the child is properly enrolled, it is within the discretion of school officials thereafter to change that placement if it is in the child’s best interest.

### ***Average Daily Attendance (I.C. 33-1001)***

Average Daily Attendance (ADA) is the aggregate or the weekly attendance divided by the number of days in session for that week, for grades 1-12. For Kindergarten the weekly aggregate attendance is divided by the number of sessions for that week.

**Note:** No student can generate more than one (1.0) ADA. Students who attended more than one school or in two schools in different districts, must be counted so that they generate no more than one (1.0) ADA.

### ***Day / Session for Attendance (IDAPA 08.02.01)***

A school day or session is when the school is open and students are under the guidance and direction of teachers engaged in the teaching process. Lunch periods, breaks, passing time, recess, etc., may not be included in determining the hours of instruction.

#### **1. Full Day / Session**

*Kindergarten* – a full session consists of two and one-half (2.5) or more hours of instruction per day. *Grades 1-12* – a full day consists of four (4) or more hours of instruction per day.

#### **2. Half-Day**

*Kindergarten* – There are no shortened days for Kindergarten. A period of instruction of less than 2.5 hours should be recorded as a vacation session.

*Grades 1-12* – a half-day consists of at least two and one-half (2.5) hours, but less than four (4) hours of instruction per day.

### 3. Summary

#### *Kindergarten*

2.5 hrs. or more of instruction = 1 session  
less than 2.5 hrs. of instruction = 0 sessions

#### *Grades 1 – 12*

4 hrs. or more of instruction = 1 day  
2.5 hrs but less than 4 hrs. of instruction  
= ½ day  
less than 2.5 hrs. of instruction = 0 days

#### ***Teacher Staff Development and Emergency Closure (I.C. 33-512 (c))***

The minimum number of instructional hours that a school district must provide its students at each grade level may be reduced up to eleven (11) hours for kindergarten and up to twenty-two (22) hours for grades 1-12 to accommodate staff development activities and eleven (11) hours for emergency school closure (I.C. 33-512 (c)). Idaho code does not limit the number of hours of Staff Development or Emergency Closure for a district. Instead, it limits how many of those hours may be counted as instructional time. In ISEE reporting, report actual attendance for the week for the students and in the calendar file report the day or days as staff development.

**Note:** Teacher orientation, parent-teacher conferences, teacher workdays, etc. do not qualify as staff development.

The board of trustees shall certify to the State Department of Education the cause and duration of emergency closure (I.C. 33-1002. 5). Certificates of Closure must be submitted the day of the closure or as soon as possible. Report, by building, only the number of instructional hours that were missed due to emergency closure. This should not exceed the number of hours school would have normally been in session.

**Note:** It is important to distinguish qualifying emergency closures allowing a reduction in instructional hours from closures affecting the reporting of ADA. For attendance reporting purposes, Idaho Code 33-1003A states that when a school is closed, or if a school remains open, but attendance is significantly reduces, the board of trustees, having certified to the SDE the cause and duration of such closure or impacted attendance, the districts attendance shall be considered as being the same as the days when school actually was in session or when attendance was not impacted.

**Note:** The State Board of Education does not recognize a teacher strike nor the withholding of service as sufficient cause to declare an emergency closure.

**Note:** Do not report attendance for emergency closure days. The attendance system will calculate the attendance for each building

#### ***Elementary Schools with Less Than 10 ADA (I.C. 33-1003 2(f))***

Idaho Code 33-1003 2(f) provides that any elementary school having less than ten (10) pupils in average daily attendance will not be allowed to participate in the state or county support program unless the school has been approved for operation by the State Board of Education. Application for this approval must be submitted annually. Applications may be obtained from Public School Finance.

## ***Border District Contracts (I.C. 33-1403)***

### **1. Within the state**

If the board of trustees determines that it is in the best interest of the pupil(s) to attend school in another district, the district may annually agree, in writing, that such pupil(s) shall be transferred to the other district. The receiving district may elect to charge tuition and/or include those students in its attendance reports.

### **2. Out of state**

If the board of trustees determines that it is in the best interest of the pupil(s) to attend school in a bordering state, the district may annually agree, in writing, to a contract that specifies all cost to be paid by the Idaho school district and the agreement shall be filed with the State Board of Education. The Border School attendance reports must be included with the contracting district's attendance reports.

### **3. Students Coming into Idaho**

An Idaho school district with the approval of the State Board of Education, may enter into an agreement with a neighboring state, but the Idaho school district **must** charge a tuition rate as determined by the State Department of Education, in compliance with Idaho Codes 33-1403 and 33-1405. A copy of the agreement shall be filed with the State Board of Education. Out-of-State students shall not be included in attendance reports.

## ***Reporting Periods (I.C. 33-1009)***

There are three reporting periods for the regular school year with an additional reporting period for approved Summer Alternative schools and Summer Juvenile Detention Centers.

- The first reporting period begins the first Monday in July and ends the first Friday in November.
- The second reporting period begins the Monday after the first Friday in November and ends the first Friday in March.
- The third reporting period begins the Monday after the first Friday in March and ends on the last day of school.
- Summer Alternative Secondary school and Summer Juvenile Detention Centers begin after the last day of the regular school year and end prior to the beginning of the next regular school year.

## ***Attendance Submissions***

Attendance will be reported by day, by student at the building level through the ISEE monthly data uploads. All students will have an EDUID assign for monthly data uploads. Only one building may claim a student on any give day.

### **(1) Border Schools – (special instructions)**

If your district has students attending Border schools in a neighboring state with closing dates later than that of your district, please forward the Border school reports as soon as they are available. Send the remaining district reports in accordance with the above due dates advising us in writing of the closing date of the Border school(s). The Border school forms should be mailed

to the district office no later than 1 week after the close of school, then forwarded immediately to the SDE. It is the responsibility of the Idaho school district to obtain the Border school reports.

### ***Corrections/Changes to forms and reports***

Corrections or changes to forms are accepted up to three years after the original file date. Please contact the department to submit any corrections or changes to attendance records as soon as possible.

## **II. Attendance**

Attendance information is a significant factor and provides the data necessary for calculations used in the state educational support program. Support units are derived from this information for the different grade groupings and school types. Aggregate attendance will be determined from the student's daily attendance record file of the ISEE data uploads.

### ***Grade Groups (I.C. 33-1002)***

The state school support program is based on the average daily attendance (ADA) of students. Attendance reporting is divided into the following groups:

- Kindergarten
- Elementary (grades 1-3)
- Elementary (grades 4-6)
- Secondary (grades 7-12)
- Alternative Secondary School (grades 7-12)
- Summer Alternative Secondary School (grades 7-12)
- Juvenile Detention Centers

Gifted/Talented, Self Contained and Resource Room students – Attendance for these students should be combined with the regular kindergarten, elementary, and secondary classrooms.

Approved Special Education Preschool students – Do not report attendance for these students. Report enrollment information only. Support for these students is calculated from information submitted to the SDE by the Special Education December 1 Child Count.

### ***Recording Attendance at the Building Level***

#### **Uniform reporting (I.C. 33-120)**

The state superintendent of public instruction shall prescribe forms and format for uniform accounting for financial and statistical reports and performance measurements to provide consistent and uniform reporting by school districts.

***SDE Recommends;*** that attendance records should be maintained and kept on file at each school building. Each Classroom Teacher should be recording Elementary attendance twice daily (a.m. and p.m.) and Secondary attendance should be recorded for each class period throughout the day.

**SDE Recommends;** that attendance should be reviewed daily and audited weekly by building personnel to insure proper attendance reporting to the State department of Education.

### ***A Day of Attendance (IDAPA 08.02.01)***

A day of Attendance is one in which a pupil is physically present and is under the guidance and direction of a teacher while school is in session. Report attendance in full (1.0) or half-day (.5) increments (see page 1). Do not use enrollment figures for attendance.

**Note:** A student who attends a day-long biology field trip that is part of the curriculum, under the guidance and direction of a teacher while school is in session, may be counted as being in attendance for that day.

### ***Public School Students Dually Enrolled (I.C. 33-203)***

A public dually enrolled student is any student attending more than one traditional public school, public charter school or public virtual school. In funding there are only two options for a student's ADA and that is full time (1.0) or half time (0.5).

**Note:** No student shall generate more than one (1.0) ADA.

Example: John attends four (4) hours of instruction at the traditional high school and then spends two and a half (2½) hours of instruction logged on with the virtual high school. Since John meets the four hour minimum at the traditional high school to be counted as a full ADA and meets the two and a half hour minimum at the virtual high school to be counted as a half ADA the two schools must work out an agreement as to how the ADA will be reported, because **no student shall generate more than one (1.0) ADA.**

Example: John attends 3 hours of instruction at the charter school and then spends 1 hour of instruction at the traditional high school for advanced math, which the charter school pays a fee to the traditional high school. The charter school would count the hour spent at the traditional high school to meet the 4 hours of instruction minimum to count the student as a full time student.

### ***Post-Secondary Dually Enrolled (I.C. 33-203)***

Dual enrollment shall include the option of enrollment in an accredited post-secondary institution. A student who is earning credits from an accredited post-secondary institution that are being credited towards graduation requirements can be included in state attendance reports.

Example: Mary attends three hours of instruction at the local high school and also attends one hour of instruction at the local accredited college which credits are going towards her graduation requirements. The time spent at the college would count towards meeting the 4 hours of instructions to be a full time. Mary would be a full time ADA and not a half ADA.

### ***Non-Public School Students dually Enrolled (I.C. 33-203)***

Those students educated in other than public schools and who also attend classes at a public school are considered dually enrolled students. A dually enrolled student must attend at least two and one half (2 ½) hours per week to be included in the school's weekly aggregate attendance. If the student's hours of attendance are 2.5 or greater, divide the hours by 4 and add that to the school's weekly aggregate attendance.

Example 1: Sally, a home instructed student, enrolls in music class that is held for 55 minutes, 5 days a week and she attends music class all week:

Total minutes of attendance (55 minutes x 5 days) = 275 minutes

Total hours of attendance (275 minutes divided by 60 minutes = 4.58 hours)  
Aggregate hours of attendance (4.58 hours divided by 4 = 1.15), round to 1.0  
For that building, add one (1) to the week's aggregate attendance for Sally.

In the ISEE data uploads, the student must be in the student demographic file and you must create a 1.0 record one day a week of being in attendance with the rest of the week showing them as 0.0 in the attendance file.

### ***Dually enrolled Idaho Digital Learning Academy (IDLA) (I.C. 33-203)***

Students who take courses from the Idaho Digital Learning Academy (IDLA), the state run, online courses, can be included in state attendance reports.

Example: John attends four 55 minute periods at the local high school and one course from IDLA. Treat the IDLA course as if it was another 55 minute period. With the IDLA course John would count as a full time student, because he is receiving 4 or more hours of instruction.

Example: Becky is a home instructed student, who signs up for two IDLA course through the counselor at the high school. The high school runs seven 50 minute periods a day. Calculate ADA for Becky the same as any Non-Public dually enrolled student. Calculate her time based on the length of each period at the school she signed up at. Calculate her attendance as follows:

Total minutes of attendance (100 minutes x 5 days) = 500 minutes

Total hours of attendance (500 minutes divided by 60 minutes = 8.33 hours)

Aggregate hours of attendance (8.33 hours divided by 4 = 2.08) always rounding to the nearest .0 or .5, add 2 to the week's aggregate attendance for that building.

### ***Homebound Students (I.C. 33-1003(a))***

A homebound student is any student who would normally and regularly attend school, but due to illness or accident that necessitates an absence from school for more than ten (10) consecutive school days, the school district may include homebound students in its total attendance, provided that academic instruction has been given by appropriate certified professional staff employed by the district.

**Note:** Beginning on the eleventh (11) homebound day and thereafter the student may be included in the total aggregate attendance of that building report.

### ***Foreign Students***

A foreign student is any student who comes from another country and is not a legal resident of the State of Idaho or United States of America. Foreign students who are attending school in an Idaho school as part of a foreign exchange student program, can be counted in attendance for funding purposes. Foreign students who are not part of a foreign exchange program and attended school in Idaho, must pay tuition and **cannot** be counted in attendance for funding purposes (*I.C. 33-201*).

### ***Saturday or After School Classes***

Saturday or after school classes can not be use to make up an absence from a prior day. State Board Rules Governing Administration 08.02.01.250.05 states; "A day of attendance is one in which a pupil is **physically present** for the full day under the guidance and direction of a teacher..."

Example: John is absent on Tuesday, but attends Saturday classes. John would be reported as only having 4 aggregate days of attendance for that week. Under this rule a pupil cannot be counted as in attendance for a day if they were not physically present that day.

Note: Schools can use Saturday Classes for credit recovery, but cannot claim in aggregate attendance for state reports.

### ***Tardiness and Attendance***

#### **FOR KINDERGARTEN**

State Board Rules Governing Administration 08.02.01.250.04 states; “A day of attendance for a kindergarten pupil is one in which a pupil is physically present for a period of two and one-half (2 ½) hours under the direction and guidance of a teacher while school is in session.”

Example: The kindergarten session is normally three (3) hours of instruction and a pupil was an half hour late coming to class, but was there for the remained of the day. This pupil would still count as being in full attendance, because they were physically present for two and one-half hours of instruction.

#### **FOR GRADES 1-12**

State Board Rules Governing Administration 08.02.01.250.03a states; A day of attendance for a grades 1-12 pupil is one in which a pupil is physically present for a period of four (4) hours under the direction and guidance of a teacher while school is in session.”

Example: The high school has six (6) 55 minute long periods each day. Jane is 15 minutes late to her first period class and is again 15 minutes late to the start of her fourth period class, but is on time for the other four classes. For state reporting, she would still be counted as being in full attendance, because she received more than four (4) hours of instruction.

Note: Each district may set a policy regarding the number of tardiness that can happen before withholding credit for a class. There is nothing in state law or board rule that requires withholding funding for tardiness. As long as 4 or more hours of instruction is met, it is a full day of attendance for state funding.

### ***Public Virtual Charter School Attendance (33-5208(8)(b))***

Each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

**SDE recommends;** that attendance documentation be maintained for each student attending a public virtual school and have written policy on how they will track attendance for state reporting.

Note: If actual hours of attendance is being used, then all regular attendance laws and rules apply.

### ***Professional-Technical Regional Public Charter School Attendance (33-5215(4))***

A professional-technical regional public charter school shall provide assurances in state attendance reports that it has verified attendance reports, which generate ADA with the participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims.

Students attending both a professional-technical regional public charter school and a local high school shall count in state wide enrollment as being only 1 student. In attendance the student shall not generate more than a 1 ADA in state attendance reports.

## **Calendar Reporting in ISEE**

Used for reporting days in session, vacation days, emergency closure days and staff development days for determining the average daily attendance in the ISEE data uploads. (Not to be confused with yearly instructional hours calendars)

Calendars and the calendar number for a building and grade grouping need to be consistent throughout the year.

Calendars need to be by building, by grade grouping and the grade groupings are; kindergarten schedules, grades 1-3, grades 4-6 and secondary grades 7-12.

For kindergarten, each schedule of kindergarten will have a separate calendar. No grade grouping can have two different calendars showing different instructional times, there should be only one calendar to a grade grouping for a building. If two grade groupings have the exact same days in session and instructional times there can be a single calendar for two grade groupings, but if the days in session or instructional times is different then there needs to be a calendar for each grouping.

Regular (R) and Kindergarten (K) calendar types must be reported as 1.0, 0.5 or 0.0 in the Instructional Time, Vacation Time, Emergency Closure Time and Staff Development Time. Only K type calendars will have a K schedule code, for all other calendar types the K schedule is blank. For Alternative Secondary (A) calendar types the Instructional Time and Vacation Time, must equal the maximum number of instructional hours a student can receive and Emergency Closure Time and Staff Development Time will always be blank for an alternative (A) calendar type.

Example: The alternative school has a half day of school on Friday where the students will only attend 2.5 instructional hours and a full day is 5 instructional hours. On Friday's calendar the Instructional Time would be 2.5 and the Vacation Time would be 2.5 giving a total time of 5 for the day.

Seniors having a shorter instructional hours requirement does not require a separate attendance calendar in the ISEE uploads. Even though they will end school earlier then the rest of the school there will still be a need to track attendance for the seniors to the end of the school year (see page 12).

### **a) Emergency Closure and Vacation Days**

Due to adverse weather conditions and facility failures and when school is not open due to holidays and vacation. (see page 2) In kindergarten, report only those session(s) that would have had students attending, but due to emergency closure or vacation days the session(s) were missed. No attendance is report on these days.

### **b) Teacher Staff Development**

Some teacher staff development may be reported as actual days in session (see page 2). The ISEE upload for full days of staff development will report no attendance on that day that the calendar indicates to be a full day of staff development.

### c) Parent-Teacher Conferences

Parent-teacher conferences are not included in instruction time or days of attendance. **Parent-teacher conference days are reported as vacation days with no attendance.**

## Regular Alternative Secondary School Report

State funding of alternative secondary school programs conducted during the regular school year will be limited to those that enroll enough properly identified At-Risk secondary students to insure twelve (12) or more full-time equivalent students for the school year (one full-time equivalent is based on twenty-five (25) hours per week). A full-time equivalent At-Risk Youth is a student (or combination of students) in attendance for Nine hundred (900) hours for grades 7-12 (excluding breaks, lunch hours, passing time, etc.) during the school year. To qualify for alternative secondary school program funding, school districts shall make initial application upon forms approved by the State Department of Education and must receive the approval of the State Superintendent of Public Instruction. (I.C. 33-1002: 33-1002C:and 33-1002F)

Students attending Alternative Secondary programs must meet the definition of **At-Risk** in IDAPA 08.02.03.110 to qualify for funding.

An At-Risk youth is any secondary student grade seven through twelve who meets any three of the following criteria, subsection a through e or any one of subsection f through l.

- a. Has repeated at least one (1) grade
- b. Has absenteeism that is greater than ten percent (10%) during the preceding semester.
- c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- d. Has failed one (1) or more academic subjects.
- e. Is two or more semester credits per year behind the rate required to graduate.
- f. Has substance abuse behavior.
- g. Is pregnant or a parent.
- h. Is an emancipated youth.
- i. Is a previous dropout.
- j. Has serious personal, emotional, or medical problems.
- k. Is a court or agency referral.
- l. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.

Attendance for alternative secondary school programs is reported using an assigned building number 490-495.

**Note: Do not** report Emergency Closure days or Teacher Staff Development for Alternative Secondary School. **Do not** count attendance for vacation days.

If the program normally operates only four days per week, treat each week as if the total number of days includes only four days.

### a) Alternative Secondary Night Schools

Alternative Secondary Night Schools will only report attendance for those students who meet the definition of **At-Risk** in IDAPA 08.02.03.110. Simple credit recovery does not meet the definition of At-Risk.

Alternative Secondary Night Schools will **not** report attendance for any students who attend a regular or traditional high school for four (4) or more instructional hours during the day, these student are already generating a Full Time Equivalency (FTE).

Districts may and can charging a fee or tuition for this service for those students who do not meet the definition of At-Risk. This is an additional service and not an extension of a state funded education.

Example:

The alternative school's instructional hours for the day is 6.0 hours. A calendar ID unique to the alternative school with a calendar type of "A" is set up. Then the calendar on days when school is in session for the alternative will show the maximum instructional time for the day as 6.0 or on a vacation day they will show 6.0 as the vacation time. On half days they would have instructional time of 3.0 and 3.0 of vacation time. On the students attendance reports you will report each day how many instructional hours the student got on that day up to the maximum in the calendar. So if the student was there all day they would have the 6.0 as there attendance and again if they were there only half of the day they would have 3.0.

You have to remember that we track instructional hour for alternative students and not day of attendance.

## Summer Alternative Secondary Attendance Report

State funding for alternative secondary school summer programs shall be limited to those that provide a minimum of two hundred twenty-five (225) hours of instructional time, (excluding breaks, lunch hours, passing time, etc.). A full-time equivalent summer session At-Risk Youth is a student (or combination of students) in attendance for two hundred twenty-five (225) hours during the summer session. To qualify for alternative secondary school summer program funding, school districts shall, **prior to April 1<sup>st</sup>**, make initial application upon forms approved by the State Department of Education and must receive the approval of the State Superintendent of Public Instruction. (I.C. 33-1002 (C))

Attendance for alternative secondary school summer programs is reported using building number 496-499 and is not reported on the regular school year building number. Use the summer school program building number when reporting alternative secondary school summer attendance.

Summer Alternative Secondary reports are due one week after the last day of the summer program.

Summer Alternative Secondary Attendance reports are filling out the same as the regular school year Alternative Secondary School Attendance.

Do not count emergency closure days or teacher staff development days as instructional days for the summer alternative secondary school program.

## Juvenile Detention Center Attendance Report

To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. Juvenile Detention Centers shall submit reports to the local school district, as may be required. (I.C. 33-2009)

Attendance for juvenile detention centers is reported using the assigned building number of 915. Each period, the detention center's supervising teacher submits to the school district on the Juvenile Detention Center Daily Attendance Report (the long form 14" x 8½") the name, age, sex, and grade level of each student and the days of instruction provided. A day of instruction

consists of a minimum of four (4) instructional hours, which does not include lunch periods, breaks, passing time, recess, etc.

On the Juvenile Detention Center Daily Attendance Report include **only** those days in which the student is **actually participating** in an instructional program. Days in which the student is just being housed in a juvenile detention center **do not** count as days of instruction.

On the Detention Center Attendance Report (the short form 11" x 8 ½"), the total weekly attendance days from the Juvenile Detention Center Daily Attendance Report are summarized including the number of vacation days and the number of days in session in each week. The total number of days in session and vacation days in the week must equal 5.

**Note:** **Do not** count emergency closure days as part of regular instructional days for juvenile detention centers.

**Note:** Summer Juvenile Detention Center are reported exactly the same as the regular Juvenile Detention Center program.

### Reporting Early Graduates IDAPA 08.02.01 (350)

State Board Rules IDAPA 08.02.01 (350) states: Any high school student who completes the number of credits and exiting standards required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the local superintendent and board of trustees to graduate early. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their first semester average daily attendance A.D.A. used to calculate their attendance during the second semester of the school year.

On the building's state enrollment and withdrawal report, leave the student(s) in the enrollment and **do not show the Student(s) as dropouts**. Districts should calculate the student's first semester average daily attendance (A.D.A.) for the time the student was in attendance. To find out the student's A.D.A. for the first semester, divide the number of days they were in attendance by the actual number of days school was in session.

For ISEE reporting of early graduates the student must remain in the student demographic file and have attendance records to be counted for ADA funding. The student must not have an exit date or reason at the time they graduated in the upload file, but will be assigned to course code 86000 early graduates with a certified staff having the assignment code of 86000. Any certified staff can be assigned to 86000 it will not be used for miss-assignment or HQT. You will need to create attendance for the student that reflects how the student attended in the first semester. So if they had a 95% attendance in the first semester then their attendance records for the second semester should have 5% of the days mark as absent in the ISEE uploads. At the end of the year the students will need to have an exit date and exit code for graduate the same as the regular students who graduated.

Fifth year seniors who graduate early in the school year **are not** considered true early graduates. **Do not** include their A.D.A. through the rest of the school year and **do not** show them as a dropout.

### Attendance for Graduates Released Early (I.C. 33-512)

The instructional time requirement for 12<sup>th</sup> grade students may be reduced by action of a local school board for an amount of time not to exceed eleven (11) hours of instruction time. (I.C. 33-512)

Districts should include in their attendance aggregate those seniors who are released early. Report attendance as the average attendance of that week and never as perfect attendance.

Example: Graduation is held Wednesday night and the graduating seniors are not required to finish the week. Use each student's attendance for occurred Monday through Wednesday to determine what attendance to create for each student in the ISEE upload. If the student was there all three days then mark them present for the last two days. If they were only present 2 days then mark them present for 1.5 days for the last two days.

### Attendance for Border District Contract Students (I.C. 33-1403)

#### a) Students Between Idaho School Districts

Border district contract students between Idaho school districts. The receiving district may count the average daily attendance of those transfer students in the building they are attending. The sending district will **not** count the transferred students average daily attendance. (see page 2)

#### b) Idaho Students Out of State

Border district contract of Idaho students to a neighboring state, the sending district must submit attendance and enrollment reports using the 990's building number assigned for the border contract, in order to have those students included in the calculation of the state funding formula. (see page 3)

It is the **district's responsibility** to collect, fill out and submit the attendance and enrollment data.

#### c) Out-of-State Students to an Idaho School District

Border district contract of a neighboring state's student to an Idaho school district. The receiving Idaho school district will **not** include those students in their attendance and enrollment reports. The transfer students average daily attendance shall **not** be include in the calculation of the state funding formula. (see page 3)

## III. Enrollment

The records of a school district should substantiate the membership of students who have enrolled and withdrawn from schools within the district. Accurate enrollment data is critical.

Enrollment reporting includes information relating to student enrollment, withdrawal, and dropouts. The following are explanations of the various categories of information requested on the enrollment form. Alternative secondary school and juvenile detention center enrollment is also reported according to the following guidelines:

1. Building enrollment will be determined by the number of active students who have no exit date on or before the first Friday in November in the student demographics file and a record in the student attendance file of the ISEE upload.
2. Every student should be classified by grade level. In the case of students in an ungraded program, assign each student to the grade closest to his/her age group. Grade level will be determined by the ISEE student demographics file.
3. Report preschool information in the building in which the classroom operates, unless a special exception has been communicated to the State Department of Education, Public School Finance.

4. Any student reported in a prior year ISEE upload must have current year records, in the case of student who have left the school or district they will have a record with an exiting date and exiting reason code.

### ***Ethnicity and Gender enrollment information***

The ethnicity and gender, by grade, by building, will be determined by the number of active students who have no exit date on or before the first Friday in November in the student demographics file and a record in the student attendance file of the ISEE upload and will be based on the information in the student demographics file.

Ethnicity will be reported on federal reports, by male and female in the following seven categories.

W	-----	White
B	-----	Black
H	-----	Hispanic
N	-----	American Indian or Alaska Native
Pac	-----	Pacific Islander or Hawaiian Native
As	-----	Asian
O	-----	2 or More Races

## **IV. Dropouts Reporting**

### ***Dropout definition***

Currently a dropout is an individual who was enrolled in school at some time during the previous school year and was not enrolled as of November 1 of the current school year, and who does not meet any of the following conditions:

- Graduation from high school or completion of a state or district approved educational program, or
- Transfer to another public school district, private school, or state or district approved educational program, or
- Temporary school-recognized absence due to suspension or illness, or
- Death.

GED recipients: A student who has received his or her GED from a district run or tracked program by October 1 of the current year is not a dropout.

Transfers to another country: Transfers to another country are not considered dropouts at the local school level.

### **1. Requesting Transcripts (I.C. 18-4511, I.C. 33-209)**

It is very important to request educational records upon receiving a new student transferring in from an approved educational program. Within fourteen (14) days after enrolling a transfer student, the public or private school shall request directly from the student's previous school a certified copy of the student's records (I.C. 18-4511). Idaho Code 33-209 requires the sending school to send records within ten (10) days of request.

### **2. Dropouts Over the Summer**

Students who are not dropouts at the close of the previous school year but who fail to enroll by the next November 1 are dropouts at the grade level they failed to report to, not the grade level they completed and will have a record at the start of the current school year with an exiting date and exiting reason code for dropout.

### 3. Consortium Alternative Schools

In a consortium alternative school that serves more than one district, the dropout is counted by the district and school that is holding the student's transcripts or permanent records.

### 4. Home-Instructed Students

Home-instructed students are not considered dropouts. This is consistent with national reporting standards and Idaho Code 33-202.

### 5. Juvenile Detention Center

No dropouts will be reported in Juvenile Detention Centers.

If a student's status is a dropout prior to being court ordered to a Juvenile Detention Center, that student remains a dropout in the building that the student originally dropped out of. Example: Jack dropped out of the High School in October and in November he is court ordered to the Juvenile Detention Center. After his release he does not return to any school. Jack remains a dropout of the High School.

If a student's status was not a dropout prior to being court ordered to a Juvenile Detention Center and that student failed to return to school after being release, that student is a dropout in the building they failed to return to. Example: Mary is a student at the Alternative High School and is court ordered to the Juvenile Detention Center in October and in November she is released from the Juvenile Detention Center and failed to return to the Alternative High School. She is a dropout in November when she failed to return to the Alternative High School.

### 6. Dropout Reports

All buildings containing one or more of grades 7<sup>th</sup> through 12<sup>th</sup> will have a dropout report.

### 7. Reporting Date

The twelve-month dropout reporting period will be from the Monday following the first Friday in November to the first Friday in November of the following year. Summer and first reporting period dropouts will be reported with the first reporting period attendance and enrollment reports and are due one week after the first Friday in November. For dropouts in the second and third reporting periods, they will be reported with the second and third reporting period attendance and enrollment reports.

The reporting will be disaggregated by the following subgroups:

- 1) Economically Disadvantaged – identified through the free and reduced lunch program.
- 2) Students with Disabilities, – individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA).
- 3) Limited English Proficient, – individuals whose native language is a language other than English.
- 4) Migrant students
- 5) Homeless students
- 6) PTE **concentrator** is a student who has completed three (3) or more semesters of a professional-technical program sequence; OR, who has completed all the courses (if less than three semesters) offered in an occupational area; OR, who is enrolled in a state approved professional-technical school.

### ***Summary of School Dropout Status***

#### **A Student Who:**

#### **Is A Dropout?**

Graduated ..... No

Completed education program formally recognized by school authorities for students not addressing graduation or school completion requirements (i.e., certificates of completion) ..... No

Was in membership only during summer following the school year  
(not in membership by definition) ..... No

- Left school after age 21, because district no longer is required to provide free public education ..... Yes
- Died ..... No
- Has not graduated, completed an approved program, or died, and educational status is unknown ..... Yes
- Moved out of district or out of state and is not known to be in school..... Yes
- Moved out of the country ..... No
- Transferred to, and is in membership in:
- a) Another public school in district, or public school system, in or out-of-state ..... No
  - b) Private elementary, secondary school, or home instructed, in or out-of-state ..... No
  - c) Early college (baccalaureate credit) admissions before receiving a high school diploma..... No
  - d) Adult education program in a post secondary school and has not obtained a completion credential by October 1 ..... Yes
- Is in an institution that is not primarily educational (Army, corrections, vocational program) and not considered a special school district. .... Yes
- Is in district and not in school due to:
- a) Temporary absence because of illness:
    - i) Verified as legitimate ..... No
    - ii) Not verified as legitimate ..... Yes
  - b) Long-term absence because of illness and not receiving educational services (e.g. residential drug treatment center, severe physical or emotional illness) ..... No
  - c) Absence because of disciplinary action:
    - i) Suspended under conditions of Idaho Code 33-205..... No
    - ii) Expelled under conditions of Idaho Code 33-205 ..... Yes

## V. Graduation Reporting

### *Regular Diploma*

Students who received a regular high school diploma in the current school year will be counted as a graduate and will have an exiting reason code of Regular Graduate. GED Certificates do not count as a regular high school diploma.

A 4 year or on time graduate is any student who complete the requirements and receives a regular high school diploma in their fourth year of high school between the first Friday in November of their fourth year and the following year's first Friday in November.

Special Education students are always a 4 year or on time student no matter when they graduate.

## Certificate of Completion

Report those students who do not receive a regular diploma, but receive a certificate of completion will have an exiting reason code of Completed. Typically are the foreign exchange students. Do not include GED certificates.

## Early Graduates

Early graduates are any students who complete and graduate prior to the end of the school year. Typically, they are students who finish the needed course work at the semester break. These students are part of the current school year's graduating class.

Example: A student completes all needed graduation requirements in January and no longer needs to attend school.

## Summer Graduates

Report for those students who complete and graduate during the summer following the end of the regular school year.

Example: Students receiving their diplomas in July and are in their fourth year of high school are still a 4 year or on time completer and are part of the prior spring's graduation class.

Summer graduates are reported at the first monthly upload of ISEE of the current school year.

## VI. Emergency Closures

<b>CERTIFICATE OF CLOSURE</b> <b>Emergency Closures Reporting</b> <b>2009 - 2010</b>								
Reporting Period								
(1st period, 2nd period or 3rd period)								
District #	District Name							
In compliance with I.C. 33-1003A, certify the cause and duration of each incident of emergency school closure.								
<ul style="list-style-type: none"> <li>For each emergency closure, show the number of instructional hours missed for each grade grouping.</li> <li>If the missed instructional hours in each grade grouping for all buildings in the district where the same, then fill one line listing "All".</li> <li>If the emergency closure was for 2 or more consecutive full days, show on one line the date(s) of the closure.</li> <li>Report instructional hours to 2 decimal place.</li> <li>Submit a copy of the school board minutes showing approval for each emergency closure stating the cause and duration.</li> </ul>								
<b>Building Number</b> or if District Wide <b>All</b>	Cause for the Emergency Closure	Date(s) of Closure	Amount of Kindergarten Instructional Hours Missed*	Amount of Grades 1-3 Instructional Hours Missed*	Amount of Grades 4-6 Instructional Hours Missed*	Amount of Grades 7-12 Instructional Hours Missed*	For Closures caused by H1N1 Flu	Zip Code for closed school
<b>Please submit the day of the closure or as soon as possible by fax to 208-334-2228.</b>			I certify that this information is accurate. If requested, I will provide the detail to document the reported information.					
			Superintendent's Signature					
<small>*Be sure to reduce your instructional hours on your school calendars to reflect the closure.</small>								
<small>** In closures for H1N1 flu please give the anticipated date of re-opening the school</small>								

The board of trustees shall certify to the state department of education the cause and duration of such closures. Cause and duration of each emergency closure must be submitted on paper with a copy of the school board minutes showing each resolution. Emergency closure forms must be submitted the day of the closure or as soon as possible after the closure. Board minutes may be submitted at a later time.

When school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of heating plant, loss or damage to the school building, quarantine or order of any city, county or state health agency, or for reason believed by the board of trustees to be in the interest of the health, safety or welfare of the pupils, the board of trustees having certified to the state department of education the cause and duration of such closure or impacted attendance, the ADA for such day or days of closure or impacted attendance shall be considered as being the same as for the days when the school actually was in session or when attendance was not impacted (I.C. 33-1003(a)).

Even if the school is closed, or remains open, the board of trustees may submit in writing, a request to the state department of education, public school finance to adjust the day(s) of the significantly impacted attendance. It must state cause and duration in the request.

### ***What is not considered an Emergency Closure***

The State Board of Education does not recognize a teacher strike or the withholding of service as sufficient cause to declare an emergency closure (IDAPA 08.02.01, 200). Funeral service, state athletic tournaments and construction delays are not sufficient cause to declare an emergency closure.

## **VII. ISEE Data Elements for Attendance and Enrollment Reporting**

### **Student Demographics File**

This file is collecting the students demographics to determine enrollment, ethnicity and if the student is part of any of the sub-categories for federal reporting.

#### **File Element 1**

<b>Field Name</b>	IDStuId
<b>Data Type</b>	varchar
<b>Length</b>	9
<b>Required</b>	Yes
<b>Definition</b>	The student's unique Idaho Student Identification Number.
<b>Data Set</b>	Nine digit number

#### **File Element 3**

<b>Field Name</b>	lastName
<b>Data Type</b>	varchar
<b>Length</b>	25
<b>Required</b>	Yes
<b>Definition</b>	The name borne in common by members of a family.
<b>Data Set</b>	None

#### **File Element 4**

<b>Field Name</b>	firstName
<b>Data Type</b>	varchar
<b>Length</b>	20
<b>Required</b>	Yes

<b>Definition</b>	A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.
<b>Data Set</b>	None

## File Element 5

<b>Field Name</b>	middleName
<b>Data Type</b>	varchar
<b>Length</b>	20
<b>Required</b>	Yes
<b>Definition</b>	A secondary name given to an individual at birth, baptism, or during another naming ceremony.
<b>Data Set</b>	None

## File Element 7

<b>Field Name</b>	birthDate
<b>Data Type</b>	Date
<b>Length</b>	10
<b>Required</b>	Yes
<b>Definition</b>	The month, day, and year on which an individual was born.
<b>Data Set</b>	MM/DD/YYYY

## File Element 8

<b>Field Name</b>	Gender
<b>Data Type</b>	Option Set
<b>Length</b>	1
<b>Required</b>	Yes
<b>Definition</b>	A person's gender -- either Male or Female
<b>Data Set</b>	M or F

## File Element 9

<b>Field Name</b>	Hispanic
<b>Data Type</b>	Option Set
<b>Length</b>	1
<b>Required</b>	Yes
<b>Definition</b>	A flag indicating if the student is Hispanic or Latino. Hispanic or Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition.
<b>Data Set</b>	Y or N

## File Element 10

<b>Field Name</b>	Asian
<b>Data Type</b>	Option Set
<b>Length</b>	1
<b>Required</b>	Yes
<b>Definition</b>	A flag indication is Asian meaning Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands.
<b>Data Set</b>	Y or N

## File Element 11

<b>Field Name</b>	indian
<b>Data Type</b>	Option Set
<b>Length</b>	1
<b>Required</b>	Yes
<b>Definition</b>	A flag indicating if the student is a person having origins in any of the original peoples of North

and South America (including Central America), and who maintains a tribal affiliation or community attachment.

**Data Set** Y or N

## **File Element 12**

**Field Name** Black

**Data Type** Option Set

**Length** 1

**Required** Yes

**Definition** A flag indicating a student who has origins in any of the Black racial groups of Africa.

**Data Set** Y or N

## **File Element 13**

**Field Name** islander

**Data Type** Option Set

**Length** 1

**Required** Yes

**Definition** A flag indicating if the student is Native Hawaiian or Other Pacific Islander meaning having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Data Set** Y or N

## **File Element 14**

**Field Name** white

**Data Type** Option Set

**Length** 1

**Required** Yes

**Definition** A flag indicating if the student is White or Caucasian meaning having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Data Set** Y or N

## **File Element 15**

**Field Name** districtId

**Data Type** Option Set

**Length** 3

**Required** Yes

**Definition** This is the SDE assigned district number in the Idaho Education Directory

**Data Set** Three digit number.

## **File Element 17**

**Field Name** gradeLevel

**Data Type** Option Set

**Length** 2

**Required** Yes

**Definition** This is the grade level the student is assigned to. All students must be assigned to a grade level. For ungraded programs assign the student to the grade level closest to their age group.

**Data Set** PK, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, or 12.

## **File Element 40**

**Field Name** entryDate

**Data Type** Date

**Length** 10

**Required** Yes

**Definition** The month, day, and year on which the student entered and began to receive instructional services in the district during the current school year.

**Data Set** MM/DD/YYYY

## **File Element 41**

**Field Name** entryType  
**Data Type** Option Set  
**Length** 2  
**Required** Yes  
**Definition** The process by which a student entered the school district.  
**Data Set** 1A, 1B, 1C, 2A, 2B, 2C, 3A, 4B, 5A, 5B, 5E, or 6B.

## **File Element 42**

**Field Name** exitDate  
**Data Type** Date  
**Length** 10  
**Required** Optional  
**Definition** The month, day, and year of the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.  
**Data Set** MM/DD/YYYY

## **File Element 43**

**Field Name** exitType  
**Data Type** Option Set  
**Length** 2  
**Required** Conditional  
**Definition** The circumstances under which the student exited from membership in the district  
**Data Set** 1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 3E, 4E, 5A, 5B, 5C, 5D, or 6A.

# **Student Attendance File**

This file is collecting the attendance reports of each student for each day of school.

## **File Element 1**

**Field Name** IDStuId  
**Data Type** varchar  
**Length** 9  
**Required** Yes  
**Definition** The student's unique Idaho Student Identification Number.  
**Data Set** Nine Digit Number.

## **File Element 3**

**Field Name** districtId  
**Data Type** Option Set  
**Length** 3  
**Required** Yes  
**Definition** This is the SDE assigned district number in the Idaho Education Directory.  
**Data Set** Three Digit Number.

## **File Element 4**

**Field Name** baseSchoolId  
**Data Type** Option Set  
**Length** 4  
**Required** Yes

<b>Definition</b>	This is the SDE assigned school code for the school claiming the student. Only one school can claim the student on any given day.
<b>Data Set</b>	Four Digit Number.

## File Element 5

<b>Field Name</b>	calendarId
<b>Data Type</b>	int
<b>Length</b>	9
<b>Required</b>	Yes
<b>Definition</b>	A unique identifier for different calendars in use with the district. Use "1" if only one calendar applies. Example differences are if different grade bands have different calendars or, for year round schools, if groups of students are in different track.
<b>Data Set</b>	Nine Digit Number.

## File Element 6

<b>Field Name</b>	date
<b>Data Type</b>	Date
<b>Length</b>	10
<b>Required</b>	Yes
<b>Definition</b>	The date of this attendance record
<b>Data Set</b>	MM/DD/YYYY

## File Element 7

<b>Field Name</b>	kSessionType
<b>Data Type</b>	Option Set
<b>Length</b>	1
<b>Required</b>	Conditional
<b>Definition</b>	The way that Kindergarten classes are scheduled for this student. Required for Kindergarten students.
<b>Data Set</b>	1 through 9

## File Element 8

<b>Field Name</b>	attendance
<b>Data Type</b>	decimal
<b>Length</b>	4
<b>Required</b>	Yes
<b>Definition</b>	The attendance for the given student on the selected day. For most students this should be one of 0.0, 0.5, or 1.0. For students in alternative high schools, this should be the hours of attendance to the tenth.
<b>Data Set</b>	Regular attendance 0.0, 0.5, 1.0. For alternative secondary students instructional hours to the tenth.

## District Calendars File

This file is collecting what where days in session, vacation days, emergency closure days and staff development days for determining the average daily attendance. (Not to be confused with yearly instructional hours calendars)

## File Element 1

<b>Field Name</b>	districtId
<b>Data Type</b>	Option Set
<b>Length</b>	3
<b>Required</b>	Yes
<b>Definition</b>	This is the SDE assigned district number in the Idaho Education Directory.

**Data Set** Three Digit Number.

## File Element 2

**Field Name** calendarid

**Data Type** Int

**Length** 5

**Required** Yes

**Definition** A unique identifier for different calendars in use within the district. Use "1" if only one calendar applies to all students. Example differences are for year round schools, if groups of students are attending at different days of the year.

**Data Set** Five Digit Number.

## File Element 3

**Field Name** calendarType

**Data Type** Option Set

**Length** 1

**Required** Yes

**Definition** The type of Calendar described: R-Regular school, A-Alternative High School (hours), K-Kindergarten.

**Data Set** R-Regular, A-Alternative High School (hours), K-Kindergarten

## File Element 4

**Field Name** kSessionType

**Data Type** Option Set

**Length** 1

**Required** Conditional

**Definition** The way that Kindergarten classes are scheduled for this Calendar. Options are in the option set. This field is required when the [Calendar Type] = K

**Data Set** 1) AM only - every day, 2) PM only - every day, 3) Wk 1 - M,W,F and Wk 2 - T, Th (2 sessions/day), 4) M,W, every other F (2 sessions/day), 5) T,Th, every other F (2 sessions/day), 6) AM & PM (same students) - every day all day, 7) Other, 8) Other or 9) Other.

## File Element 5

**Field Name** date

**Data Type** Date

**Length** 10

**Required** Yes

**Definition** The date of this attendance record

**Data Set** MM/DD/YYYY

## File Element 6

**Field Name** instructionTime

**Data Type** decimal

**Length** 4

**Required** Yes

**Definition** The time available for instruction. For regular schools this should be 0.0, 0.5, or 1.0. Less than 2.5 hours should be reported as 0.0, 2.5 hours to 4 hours is 0.5 day, and more than four hours available for instruction is 1.0 day. It is the time spent under the guidance and direction of a teacher in the teaching process. For Alternative Secondary programs it is the maximum number of instructional hours a student can get in a day when in session.

**Data Set** 0.0, 0.5, 1.0. For regular attendance Instructional Days, Vacation Days, Staff Development Days and Emergency Closer days must equal 5 for the week.

## File Element 7

**Field Name** staffDevTime

**Data Type** decimal

**Length** 4

**Required** Yes

**Definition** The time available for the development of teaching skills. For regular schools this should be 0.0, 0.5, or 1.0. Less than 2.5 hours should be reported as 0.0, 2.5 hours to 4 hours is 0.5 day, and more than four hours available for staff development is 1.0 day. For Alternative Secondary School is always 0.0.

**Data Set** 0.0, 0.5, 1.0. For regular attendance Instructional Days, Vacation Days, Staff Development Days and Emergency Closer days must equal 5 for the week.

## File Element 8

**Field Name** vacationTime

**Data Type** decimal

**Length** 4

**Required** Yes

**Definition** The time when there is no school for holidays and planned non-school days. No students or staff expected on that time. For regular schools this should be 0.0, 0.5, or 1.0. For Alternative Secondary programs it is the maximum number of instructional hours a student can get in a day when in session, but were missed because of no school.

**Data Set** 0.0, 0.5, 1.0. For regular attendance Instructional Days, Vacation Days, Staff Development Days and Emergency Closer days must equal 5 for the week.

## File Element 9

**Field Name** EmergClosureTime

**Data Type** decimal

**Length** 4

**Required** Yes

**Definition** The time when there is no school because of an unplanned closure. No students or staff expected on that time. Reasons for the closure include such things as weather events or widespread illness. For regular schools this should be 0.0, 0.5, or 1.0. For Alternative Secondary School is always 0.0.

**Data Set** 0.0, 0.5, 1.0. For regular attendance Instructional Days, Vacation Days, Staff Development Days and Emergency Closer days must equal 5 for the week.

## Data Option Sets for Entry and Exiting

### Entry Codes used in the Student Demographic File, File Element 41

1A Returning Student

A student who had previously entered any class in a school and then continues his or her membership in the same school from one term to the next because of a promotion or demotion, or who transfers from one homeroom or class to another during a regular school session.

1B Transfer from Within District

A student who transfers from a public school that is located within the administrative boundaries of the same local education agency.

1C Initial Enrollment

A student already residing in the United States enters a school for the first time in the United States.

2A	Transfer From Other Public Idaho District or Charter	A student who transfers from a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.
2B	Transfer in From Non Public Setting	A student who transfers from a private school, home schooling or non-public school.
2C	Transfer In From Out of State	A student who transfers from a public school that is located in another state or from a United States overseas dependents school.
3A	Returning Dropout	A student who had previously entered any class in a school and then re-enters the same school after he or she has left school due to dropping out during a regular school session.
4A	Entering Foreign Exchange student	A student who has recently moved from a foreign country where he or she had been enrolled in school and enters a school in the United States or an outlying area as a foreign exchange student.
4B	Entering Foreign Student	A student who has recently moved from a foreign country where he or she had been enrolled in school and enters a school in the United States or an outlying area for the first time.
5A	Returning Expelled or Suspended	A student who has been expelled or suspended under Idaho Code 33-205 and is returning to school.
5B	Return from Medical Leave	A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for medical leave during a regular school session.
5E	Reenrolling student after temporary parental withdrawal	A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for temporary parental withdrawal during a regular school session.

## Exiting Codes used in the Student Demographic File, File Element 43

Title	Description	Is a dropout for secondary students
1A Same School	Students are ending the current term and are expected to return to the same school for the following term	Not a dropout if entry code 1A is used in the following term.
1B Within District Transfer -Different School or Program	Students who are enrolled in a different public school in the district, regardless of the reason for this change; and students who have made a substantial program change within the same school. One example is a student exiting from Special Education and entering the school's regular education program. Another is a student moving from a standard academic track into a specialized vocational/technical preparation program.	Is not counted as a dropout.
2A Transfer Within State Different District	Includes students who have transferred into a public, elementary or secondary education setting in Idaho. For example—where another school district or state agency is providing education services.	Is not counted as a dropout if there is a transfer of the student's permanent records.
2B Transfer Within State to Non-Public Setting	Used for students who exit the public school system and enter a nonpublic school environment approved by state law or policy; students are still in Idaho. Homeschooled students are included in this category. Students who transfer into private rehabilitation or residential facilities for which the original district does not pay for the education services that are provided (if the original district pays for these services, category 1B should be used).	Students Is not counted as a dropout if there is a transfer of the student's permanent records.
2C Transfer Out of State to Public or Non Public Setting	Students who have moved outside Idaho This category does not distinguish between out-of-state and out-of-country transfers or between transfers to public and nonpublic education settings.	Is not counted as a dropout if there is a transfer of the student's permanent records.
3A Dropped Out	Cases in which students inform the school that they are dropping out or where the continuance of the student's education is unknown.	Is counted as a dropout.

3B	Reached Maximum Age	Students have reached the maximum age 21 years and they have failed to meet state graduation requirements.	Is counted as a dropout.
3C	Removed Without Choice and Not Expected to Return	Student that are Expelled under Idaho Code 33-205.	Is counted as a dropout.
3D	Enrolled in Adult Ed	Students who exit school to enroll in an adult education that will not lead to a state-approved high school diploma or credential. Enters a program to receive a GED.	Is counted as a dropout until the students has completed and received their GED.
3E	Unknown	For students whose status is unknown. It includes students who are not known to be attending school, but have not informed the district that they have dropped out. An example might be students believed to have moved away but for whom the district cannot verify enrollment in school elsewhere. This subcategory also identifies students dropped from attendance rosters after excessive truancy, and students who enrolled in school but never attended.	Is counted as a dropout.
4A	Regular Graduate	Includes all students who have received a regular or advanced high school diploma. These students have completed all the necessary course requirements and have met any additional graduation requirements, such as the ISAT assessment.	Not a dropout.
4B	Completed, Did not Meet all Graduation Requirements	Students whose program of study addressed state or district graduation requirements, and who are recognized by the state or district as completers even though they did not meet all requirements. The majority of these students are foreign exchange students or a Special Education student meeting their IEP who receive a Certificate of Completion. Students in this group typically do not fit the federally accepted definition of a "graduate."	Not a dropout if a foreign exchange student or special education student.
4E	GED or Other Equivalency Exam	Students who have passed an equivalency examination through an approved program of study. These students have passed the GED test and are considered high school completers, but are not graduates.	Is not counted as a dropout in state statistical reports.
5A	Temporarily Prevented from Enrolling	Students who are prevented by a school district from attending for disciplinary or other eligibility reason. A student who is suspended under Idaho Code 33-205.	Not counted as a dropout if there is an entry code at the end of the student's suspension.
5B	Medical Leave	Identifies students who cannot receive education services because of a long-term medical condition or the location of treatment. Students may be participating in drug treatment or residing in rehabilitative centers. They may also be chronically ill, or suffer from an illness of such severity that they cannot receive education services. Students reported in this category are expected to return to school after completing a treatment program or upon recovery.	To be used only for those student not receiving educational services. Not counted as a dropout if there is an entry code at the end of the student's illness.
5C	Transferred to Foreign Exchange Program	Records students who have withdrawn from a school system to participate in a foreign exchange program.	Not a dropout.
5E	Temporarily Withdrawn	Pre-school and Kindergarten students who are withdrawn from school by their parents because of immaturity. They are typically expected to re-enroll the following year.	Not Valid for secondary students and will count as a dropout if used for secondary students.
6A	Died	Students who have died.	Not a dropout.
6B	Exit of Returning Completer	A student who earned a GED certificate and re-enrolled to pursue a regular high school diploma, then subsequently left ("exited") without receiving this diploma.	Not a dropout.

6C	Permanent incapacitation	Students who have become permanently incapacitated physically or mentally and are no longer capable of attending or completing school.	Not a dropout or a graduate.
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Codes 1C, 4D and 5D are not valid for Idaho and if they are used they will be combined with 3A as being a dropout